DOCUMENT RESUME

ED 261 293 CG 018 491

AUTHOR Gross, Sharon Ruth
TITLE The Effects of Salience of Ingroup Identity on Perceived Social Support and Opinion Certainty.
PUB DATE Dec 85
NOTE 83p.; Basis for a paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985). Master's Thesis, University of Southern California. Appended questionnaires contain small print.
PUB TYPE Dissertations/Theses - Master Theses (042) -- Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS College Students; *Group Membership; Higher Education; *Identification (Psychology); Males; *Perception; Self Esteem; Student Attitudes
IDENTIFIERS *Projection (Psychology); *Salience; Social Comparison

ABSTRACT

Many theorists have examined the roles that social comparison, social projection, and group membership might play in shaping a person's beliefs. Several hypotheses regarding certainty of opinion and perceived similarity between oneself and one's ingroup were tested in a sample of 76 white male commuter students at two universities. Subjects were randomly assigned to one of four experimental conditions and were given packets of questionnaires to complete. Salience was manipulated by either establishing high salience of group identity (conflict induction condition) or maintaining low salience of group identity (interpolated condition). The projection manipulation consisted of either asking students to estimate the attitudes of a target ingroup or omitting this request. The results showed that increasing the salience of ingroup identity by conflict induction did not increase subjects' certainty about their own attitudes, and only in the conflict-related issues did opportunity to project seem to lead to increased certainty. The hypothesis that increased salience of ingroup identity should increase perceptions of similarity between oneself and one's ingroup was clearly supported by the results. Futhermore, within the context of both greater elevation and content similarity, when saliency of group identity was high, subjects perceived themselves to be more similar in elevation to their ingroup on the high-importance and conflict-related issues, while they responded most differently to the content for themselves and ingroup on those same issues. (Descriptions of two pilot studies and the questionnaire forms are included in the appendices.) (NRB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED261293

THE EFFECTS OF SALIENCE OF INGROUP IDENTITY ON PERCEIVED SOCIAL SUPPORT AND OPINION CERTAINTY

by

Sharon Ruth Gross

A Thesis Presented to the
FACULTY OF THE GRADUATE SCHOOL
UNIVERSITY OF SOUTHERN CALIFORNIA
In Partial Fulfillment of the
Requirements for the Degree
MASTER OF ARTS
(Psychology)

CG 018491

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✗ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

December 1985

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Sharon Gross
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UNIVERSITY OF SOUTHERN CALIFORNIA
THE GRADUATE SCHOOL
UNIVERSITY PARK
LOS ANGELES, CALIFORNIA 90007

This thesis, written by

Sharon Ruth Gross

under the direction of her Thesis Committee, and approved by all its members, has been presented to and accepted by the Dean of The Graduate School, in partial fulfillment of the requirements for the degree of

Master of Arts

William D Spitzer

Dean

Date September 11, 1985

THESIS COMMITTEE

Norman Miller

Chairman

T. Shelley Duval

By what process do we come to feel confident in the views we hold about ourselves and the world? One social psychological theory, posited by Leon Festinger (1954), contends that our confidence in such views is accrued through social comparison. Festinger argues that to the extent that an individual is uncertain about a particular self-evaluation or opinion, the person will be motivated to seek the views of comparable others. In detailing the process, Festinger states that there is an important distinction between abilities and opinions. While the evaluations of one's abilities are fairly easily tested in direct comparison with the performance of others, establishing confidence in one's opinions is a more difficult process. Unlike assessing abilities, there are no clear-cut objective standards for opinions that one can employ as a comparison reference for determining if an opinion is correct or incorrect, good or bad. If you want to know how good a sprinter you are, you can directly compare your running time with other individuals who are similar to you or are members of a desirable comparison group. On the other hand, if you want to know if your belief in a totally free ecconomic system with no government intervention is correct or a good belief to hold, then there is no objective comparison standard to employ for such an

1

evaluation. To evaluate this or any opinion entails a complex set of comparisons with the known or presumed opinions of desirable others.

How is it then that one comes to feel confident in his or her opinion? Specifically, what are the necessary requirements for one to feel more certain of her or his own attitude? In this regard, several theorists have emphasized the role that group membership might play and hence the importance of group membership in shaping a person's beliefs. For example, Tajfel and Turner (1979) suggest that group membership provides a sense of identity. By belonging to a group, the characteristics common to the other members come to be assimilated into the individual's view of herself or himself. Asch (1951) and Sherif (1966) suggest that another major function of groups is to set guidelines for determining whether certain attitudes are correct or normative. They suggest that groups provide important feedback about how correct or acceptable particular attitudes are. Latané (1966) describes this as a need to <u>validate</u> one's own opinions and Baron, Sander, and Baron (1975) label this <u>accuracy evaluation</u>. By comparing an attitude one holds to that held by other members of the group, a person is able to discern the degree to which his or her opinion is deviant. All of

the above describes how individuals increase their certainty or confidence in their own attitude by employing social comparison. But what happens when the opinions of others are not available?

Besides focusing on the influence of the group on the individual member, an equally important consideration is the individual's own active inputs to the determination of self-identity and certainty about opinions. The process of social projection can serve the same function that social comparison offers, i.e. people can increase their certainty about their own attitude by inferring the attitude of similar others in the absence of real information.

Projection is herein defined as the cognitive process of thinking about what the opinion of others might be. A number of theories suggest the same conclusion. Both social comparison theory (Festinger, 1954) and cognitive consistency theory (Festinger, 1957) suggest that one creates the illusion of social support by ascribing one's opinions to others and this illusion increases one's certainty about the correctness of those opinions. This suggests that projection might always lead to increased certainty of opinion. Balance theory (Heider, 1958; Newcomb, 1981) suggests that projection is a consequence of certainty; one engages in projection

when certainty is already high. Addressing the mediators of the incrementation of certainty, certainty of opinion may be a group-linked process in that 'social support' may have meaning only in terms of one's group based identity. In this case, it's possible that only when one projects onto her or his ingroup (and perhaps only on ingroup related issues) will one experience an increased sense of certainty. This act of projection can also be viewed as increasing the salience of ingroup identity by requiring thought about the position of one's ingroup.

Salience, within this context, is being used synonomously with awareness. For example, every male has as an ingroup all men. However, only if that membership is brought to his attention will it affect how similar he sees himself to be to other men; at the same time, and in parallel, it will affect his certainty about his own attitude. This contention was formulated based on the results of a study done by Holtz and Miller (1985).

In their 2 x 4 design, using commuter and fraternity row students, they requested each student state his own attitude on eight issues. Then, with the exception of those in the no-projection, control condition, each subject estimated the attitude they thought was held by

their own group (ingroup), or the other group (relevant outgroup), or veterans in a government retirement home (irrelevant outgroup). Then, by measuring the subjects' certainty of their own attitude, the effect of various projection targets, as well as projection itself could be assessed. After dichotomizing the eight issues into each subject's subjectively rated high and low importance, they found that subjects who projected onto their ingroup were more certain of their own attitude than those who projected onto their relevant outgroup, irrelevant outgroup, or had no target, but this effect was due to the highly important issues. They concluded that "...the opportunity to project own attitudes to one's ingroup functions to augment certainty on important issues" (p. 896). Additionaly, perceived similarity between self and ingroup was significantly greater for the subjects who projected onto their ingroup than for the subjects in the other conditions. Although not reported in the published version, additional analyses of their data showed that there was no corrolation between perceived similarity and certainty of own attitude. Thus, these data argue against a direct causal mediation of certainty via perceived similarity. Rather, they suggest that simultaneously, the act of projection cognitively primes

group identity and perceived social support. Besides salience of ingroup membership, at least one process and two variables may be critically involved in the relationship between group membership and attitude certainty: the process is projection, the variables are attitude content and perceived similarity to group members.

The Effect of Projection on Certainty of Opinion

In contrast to the results of Holtz and Miller regarding the effects of projection on certainty of own attitude, a study by Marks (1982) (see Note 1) utilizing a 2 x 3 design, asked subjects to vote guilty or not guilty on an ambiguous court case summary. Then, subjects 1) estimated how a variety of others might have voted, e.g. best same-sexed friend, favorite teacher, fellow student, or 2) rated their own opinion on eight issues, or 3) did neither the other estimation nor the own rating task. Marks conceptualized the conditions as representing an external projection, an internal distractor and a no distractor control, respectively. Both those subjects who voted guilty and those subjects who voted not guilty displayed greater certainty after making an external projection than either those subjects who completed a self rating or those subjects who made no rating. The contrast between Holtz & Miller's study

and Marks's study is that Marks's results were not statisticaly significant.

In the Holtz and Miller study, although the same direction of effect was found on both the commuter and fraternity-row replications of the design, the strong effect of projection was due primarily to the commuter subjects. They hypothesized that the difference between the responses of commuters and row students occurred because "...row subjects did not feel a strong sense of group identity and cohesiveness under the umbrella category of row student" (p. 896). They further speculated that the Marks outcome of no significant increment to certainty as a consequence of projection was due to the fact that the experimental procedure in his study failed to elicit a strong sense of identity with the projection targets.

Thus, the significant findings of Holtz & Miller and the non-significant findings of Marks leads to the hypothesis that salience of ingroup identity might be the mediating variable that accounts for the latter study's results not being significant. Holtz and Miller found significantly increased certainty only when subjects projected onto their ingroup and only on the highly important issues. Whereas Marks's subjects projected mostly onto liked 'individuals' and issue

importance was not assessed. Consequently, variables that increase one's sense of identity with others should augment perceptions of similarity to those others, i.e. increased social support, which should also lead to increased certainty.

Content Domain of the Attitude Issue

Social comparison theory also states that increased perceptions of similarity should occur most particularly on important issues and on issues that are relevant to the group membership. As indicated, Holtz and Miller examined the effect of issues of both high and low importance. However, in their study, the issues included some that were related to an ingroup-outgroup conflict and they had too few attitude items to enable them to separate issues that were personally important from those that were conflict-related. Because they dichotomized their eight issues into the four subjectively rated high and the four subjectively rated low important issues, the conflict-related issues were confounded.

Perceived Similarity

There are two seemingly contradictory theoretical views concerning perceived similarity between self and others related to group membership. One argues that individuals will see themselves as more similar to their

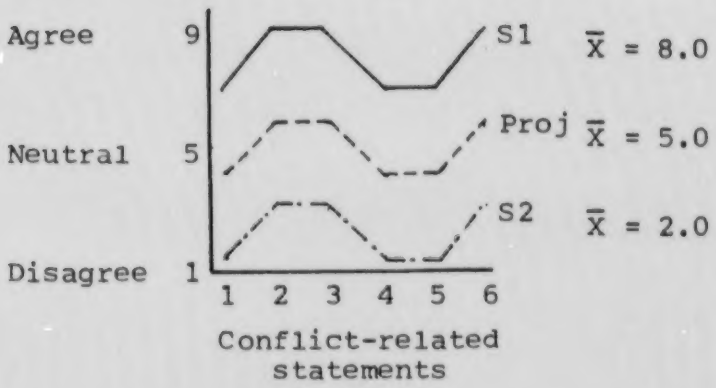
ingroup or to those whom they like than to their outgroup or disliked persons (Byrne, 1971; Festinger, 1954; Marks and Miller, 1982). Another position suggests that individuals like to see themselves as unique and to view ingroup members, including themselves, as more differentiated from one another than are outgroup members (Brewer and Miller, 1984; Fromkin, 1970). Although marked deviancy can be experienced as discomforting, many have supported the observation that people prefer to view themselves as unique (e.g. Fromkin, 1970, 1972; Fromm, 1941; Horney, 1937; Lemaine, 1974; Maslow, 1962; McGuire and Padawer-Singer, 1976). Though these positions appear contradictory, they may reflect response tendencies that operate concurrently and may manifest themselves on conceptually distinct response measures such as those measuring affect versus those measuring cognition. The former may apply to one's affective desire to be similar to and part of an ingroup while the latter may apply to one's cognitive desire to be a unique and valued contributor to one's ingroup.

The discrepancy between own and projected attitude is a measure of perceived similarity; the smaller the absolute difference, the greater the perceived similarity. Assumed similarity can be separated,

however, into two conceptually independent aspects: elevation similarity and content similarity (Cronbach, 1955 (see Note 2); Holtz and Miller, 1985; Marks and Miller, 1982).

Elevation similarity reflects one's general response tendency and ignores the specific meaning of each attitude statement. This computational examination of the self-other difference examines the possibility that individuals might express consistently greater agreement or greater disagreement with attitude statements when describing their own position than when estimating the position of others. Figure 1 represents hypothetical data for two individuals who might respond as described above on conflict-related statements. The marginal means of 8.0 for `self' for S1, 5.0 for projected `other', and 2.0 for `self' for S2 yield an absolute numerical difference of 3.0 indicating elevation dissimilarity.

Exact elevation similarity could be obtained in a number of ways, e.g. by responding identically for oneself and others or by responding with equal but opposite agreement as shown in Figure 2. If one were to respond identically for self and target, this would yield both an elevation similarity of 0.0 and a content similarity of 0.0 and both configurations could look

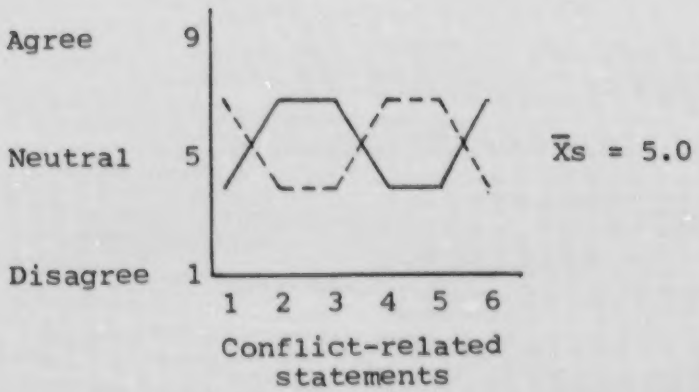


Legend: ——— = S1 with greater agree attitude

------ = projected attitude

—·—·— = S2 with greater disagree attitude

Figure 1. Elevation dissimilarity = 3.0



Legend: ——— = own attitude

------ = projected attitude

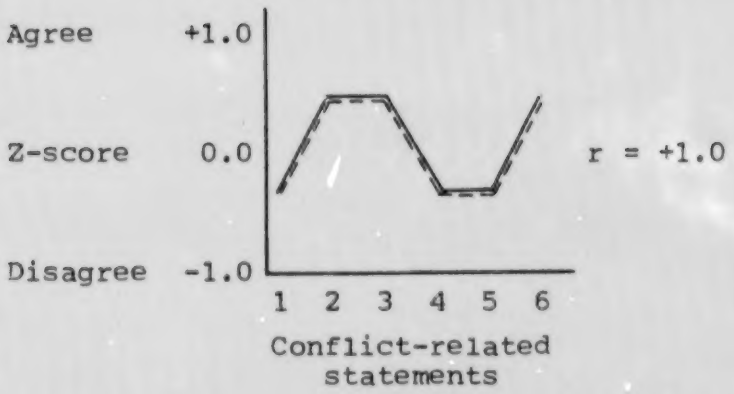
Figure 2. Elevation similarity = 0.0

like the one depicted in Figure 3.

In contrast, content similarity ignores elevation by examining the self-other Z-score distribution and thereby highlights potential specific content response differences. For example, Figure 1 displays significant elevation differences for both S1 and S2 but examination of the Z-score distribution for either S1 or S2 (see Figure 3) clearly shows that the response tendency regarding direction (agree/disagree) is identical, yielding a numerical difference of 0.0 indicating complete content similarity.

Alternatively, one of the conditions that yields complete elevation similarity (e.g. Figure 2) could show the large self-other difference (specific content dissimilarity) by examining the Z-score differences as shown in Figure 4.

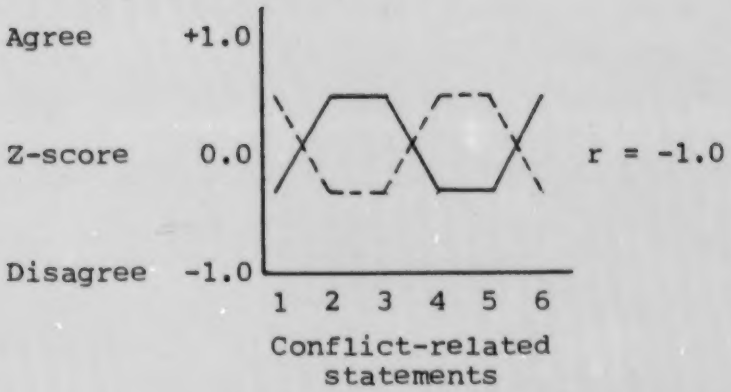
Levine (1980) describes three types of norms defined by Moscovici: the objectivity norm (reality based) that leads to consensus, the preference norm (motivated by self-enhancement desires) that leads to divergence, and the originality norm that leads to uniqueness. The objectivity norm does not apply to this current investigation because this study does not assess one's response to reality information. On the other hand, both the preference and originality norm are consistent



Legend: ——— = own attitude

-------- = projected attitude

Figure 3. Content similarity = 0.0



Legend: ——— = own attitude

------- = projected attitude

Figure 4. Content dissimilarity = 0.9

with uniqueness notions. Both content and elevation similarity can display the tendency to define oneself as either more similar to or more different from one's ingroup as salience of ingroup identity is increased. However, uniqueness implies attention to the specific, individual trait. It may be true, for instance, that although you are an avid Dodger baseball fan, you hate Tommy Lasorda (the Dodger coach). You may also think that most Dodger fans are as avid as you are about most aspects of the game, while, at the same time, you think those fans feel differently from you about any given aspect of the game, namely, their feelings about Tommy Lasorda. As can be seen, the distinction of elevation similarity and content similarity is only operationally feasible when one has arrays of both self and other ratings, that is, repeated measures within each of two target dimensions. Elevation similarity examines the absolute difference between one's own general attitudes and his or her perception of the target's general attitudes while content similarity examines the absolute difference between own attitude and target attitude on each specific attitude after the elevation effects have been eliminated.

Hypotheses

This study set out to show that increasing the

salience of one's ingroup identity, and thereby one's sense of social support, will lead to an increased sense of certainty regarding one's own attitude. Increasing the salience of one's ingroup identity should produce these effects by increasing perceived similarity between self and ingroup (thereby confirming the view that one invokes perceived social support when ingroup identiy is made salient). Additionally, directing thought to the attitudinal position of one's ingroup (projection) which also increases salience of ingroup identity and thereby one's sense of social support, should also increase one's sense of certainty regarding one's own attitudes. The type of attitude domain on which one's own attitudes are projected should affect both certainty about one's own attitude and perceived similarity to ingroup members. Greater own certainty and greater perceived similarity to ingroup should occur when the attitudes considered are of high-importance to the person and are relevant to the ingroup membership (as opposed to issue of low-importance that are not relevant to ingroup characteristics). The purpose of separating overall assumed similarity into its two conceptually orthogonal aspects of general elevation similarity and specific content similarity was to identify the interaction between the type of attitude

issue and one's propensity to simultaneously perceive herself or himself as similar to and different from her or his ingroup. It was hypothesized that this separation would display increased similarity between self and target on both the highly important and conflict-related issues when general elevation was examined while the greatest dissimilarity would occur on those same issues when specific content was examined.

METHOD

Design

To assess whether the type of issue would have an effect on both certainty and similarity, it was necessary to establish issues that our target population (college commuters) would identify as highly important to themselves, as unimportant to themselves, and as related to an ingroup-outgroup conflict (between commuters, the ingroup, and fraternity-row students, the outgroup). Two pilot studies (see Appendix A and B) were conducted with 46 male commuter subjects. Thirty-six statements were tested with the goal of obtaining eighteen issues of which six would reflect a perceived conflict between commuter and fraternity-row students, six would be deemed of high personal importance but unrelated to commuter-fraternity differences, and six would be of low personal importance and also unrelated to commuter-fraternity differences. The subjects rated the importance of the thirty-six issues on a scale anchored by "very unimportant" (1) and "very important" (9) with a midpoint of "neutral" (5). They then were asked to indicate the six issues that they felt were most "related to a conflict between commuter and fraternity-row students." The six issues nominated most frequently for this category were chosen as the

conflict-related issues. The two sets of six issues that respectively were not only rated the highest and lowest in importance, but also indicated as least related to the ingroup-outgroup conflict were also chosen. The mean ratings for these six low-importance, conflict-related, and high-importance issues were 3.5, 4.8, and 6.5 respectively.

Again, the purpose of this study was to verify that salience of ingroup identity increases certainty of own attitude after projection. An additional purpose was to examine whether simultaneous evidence of increased similarity and increased uniqueness could be obtained. And further, the purpose was to identity the type of issue or issues on which both certainty and similarity had their greatest effect.

This 2 x 2 x 3 mixed factorial design manipulated two between subject factors: salience of group identity and opportunity to project. The salience manipulation consisted of either establishing high salience of group identity by relating the conflict induction to the subject or maintaining low salience of group identity by engaging the subject in an interpolated interview. The conflict induction consisted of telling the commuter students about existing differences between commuter students and fraternity members, i.e. making salient an

ingroup-outgroup conflict. The interpolated interview consisted of questioning the subject regarding individual school related activities without mention of any group. This irrelevant interview controlled for the length of interaction time with the experimenter prior to completion of the response forms.

The projection manipulation consisted of giving or not giving the subjects an oportunity to project their opinions onto a target ingroup. This was achieved by either including a questionnaire sheet requesting that the subjects estimate the attitudes of a target ingroup, or, for subjects in the control condition, excluding this sheet.

Subjects

Seventy-six American male caucasian commuter students were recruited from the University of Southern California (48) and the University of California, Los Angeles (28) (see Note 3).

Procedure

The experimenter approached potential participants at various eating places arount the campuses, identified herself as a campus newspaper reporter who was conducting a short survey for a news article and then queried the individual to determine if he were both a student and a commuter, i.e. someone who drove to school

from a distance of more than ten minutes away. If the person responded positively, then he was asked if he had ten minutes to fill out a short questionnaire.

The four types of questionnaire packets, representing the four experimental conditions, had been randomly sorted in sets of four in advance. When the top sheet of the packet was the "own attitude" questionnaire, the experimenter proceded with the conflict induction; when it was the "filler" questionnaire, the irrelevant interview was administered. Since the projection sheet was either the second or third page in the packets, during the manipulation of salience of ingroup identity, the experimenter was blind to the manipulation of opportunity-to-project. For every campus location and time, the experimenter conducted at least one complete replication of the design thereby eliminating the potential confound between location and experimental condition.

Conflict induction (high salience of group identity). When the top sheet of the packet was the "own attitude" questionnaire, the experimenter explained:

"An article published in the Daily Trojan (Daily Bruin) some years ago concluded that Greek ROW students

and COMMUTER students showed strong differences in attitudes and values, differences that didn't close up even after four years of college. Differences showed up in areas like participation in campus activities--ROW people participated, COMMUTERS didn't for the most part; interest in civil issues like RTD bussing, zoning--COMMUTERS cared, ROW people didn't; and class scheduling preferences--morning classes were filled by ROW students, while afternoon and evening classes were more often filled by COMMUTERS. In addition, campus politics were shown to be strongly affected by these differences. Student leaders may have a relatively negligible effect on the USC (UCLA) administration, but alumni from each of the two groups were shown to have much more impact. In fact, alumni from these two groups have tried to restrict admissions of the other group at one time or another."

Irrelevant interview (low salience of group identity). When the top sheet of the packet was the "filler" questionnaire, the experimenter asked the subject questions regarding his student status, school major, future educational plans, living conditions, study time and employment time. The experimenter wrote the subject's responses down on the first sheet of the questionnaire packet.

Measures. After delivering the appropriate induction, the experimenter informed the subject that each page of the packet contained the same eighteen statements and only the questions asked with respect to those statements varied (see appendix E for copies of the materials). Then the experimenter went over the instructions on the top of each page describing that the first sheet asked each subject to indicate his own attitude in terms of agreement with the eighteen statements based on the nine-point scale anchored by "strongly agree" (9) and "strongly disagree" (1) with a midpoint labeled "neutral" (5).

In the projection conditions, the second sheet either instructed the subjects to respond with an "...estimate of the position that you think other commuters hold regarding the following issues" (high group identity) or "...other USC (UCLA) students..." (low group identity) (see Note 4). These instructions were read to each subject. Neither projection sheet was present in the packet for the control conditions.

Additionally, in the projection conditions, the third and fourth pages, in constant order, asked subjects to indicate their certainty regarding their own position followed by the importance they ascribed to each issue. The packets for the control conditions also

included these certainty and importance rating sheets, however, the order of these two measures for these control subjects was varied with fifty percent receiving certainty before the importance ratings and vice versa for the other half.

The final sheet of each packet contained a manipulation check and reassessment of the subject's qualifying characteristics. It assessed the salience of the group identity manipulation designed to increase subject's identification with commuters as a group and verified that the subjects were indeed caucasian American commuters.

RESULTS

Of the seventy-six subjects, only two neglected to respond to all measures: one omitted the importance ratings and the other omitted the manipulation check. Therefore, all of the analyses include nineteen subjects for each of the four conditions except for the analyses of the importance of own attitude and the manipulation check each of which have nineteen subjects in three conditions and eighteen subject in a fourth condition.

Importance

A measure of the importance of each issue was included in order to verify that the pilot ratings held true for the experimental conditions as well. Table 1 shows the means of the importance ratings within each condition. As expected, a 2 (project) x 2 (salience) x 3 (issue type) analysis of variance (ANOVA) on the importance ratings yielded a main effect for item type only ($F(2,142) = 171$, $P<.001$) with no significant differences among the four conditions. The marginal means for the high-importance, conflict-related, and low-imporance issues are 7.32, 5.47, and 4.24 respectively. Therefore, in terms of the rated importance, the same ordering of the items categorized as high-importance, conflict-related, or low-importance that was found in the pilot studies was confirmed by the

Salience of Ingroup Identity	Issue Type	Opportunity to Project: Yes	Opportunity to Project: No
High	High-Importance	7.17 (1.17)	7.33 (0.98)
	Conflict-Related	5.68 (1.36)	5.69 (1.19)
	Low-Importance	4.77 (1.41)	4.18 (1.21)
Low	High-Importance	7.30 (1.07)	7.47 (0.85)
	Conflict-Related	5.63 (1.73)	4.90 (1.62)
	Low-Importance	4.33 (1.42)	3.72 (0.96)

Notes:

1. The higher means indicate greater importance.
2. The numbers in parentheses are standard deviations.

Table 1. Importance ratings of issue items by type

ratings of the subjects in this current study.

Assumed Similarity

It is only in the two projection conditions that assumed similarity could be examined as only these subjects had the opportunity to estimate the attitude of a target ingroup in addition to their own attitude.

The hypothesis tested here is the prediction that increased salience of ingroup membership, created through the experimenter's description of an ingroup-outgroup conflict, should increase perceived similarity.

The overall measure of assumed similarity was defined as the absolute difference between the attitude rating ascribed to self and that ascribed to the target for any given issue or statement. In this case, the target for the high-salience-of-ingroup-identity condition was other commuters while the target for the low-salience condition, was other USC(UCLA) students.

The results of a 1 (project) x 2 (salience) x 3 (issue type) ANOVA yielded main effects for salience ($F(1,36)=5.87$, $p=.021$) and for type of issue ($F(2,72)=4.87$, $p=.011$). As predicted, describing differences or conflict between the subject's ingroup (commuters) and an outgroup (fraternity members) decreased the subject's reported attitude difference

between themselves and their ingroup (see Table 2) (see Note 5).

Certainty

According to Holtz and Miller's finding, the process of projection should increase the commuter's sense of certainty regarding his own opinion, especially on issues of high personal importance (and issues of relevance to group identity). Furthermore, as implied by the between study comparison of Holtz & Miller and Marks, this effect should be greater in the high-salience condition than the low-salience condition.

The results shown in Table 3 indicate a trend in the direction predicted in that the mean for those subjects who had the opportunity to project (M=7.17) is greater than the mean for those subjects who did not have this opportunity (M=6.79) ($F(1,72)=2.23$, $P<0.07$, one tailed). There is also, however, a main effect for type of issue ($F(2,144)=17.7$, $P<.001$).

Examination of the separate 1 (issue type) x 2 (project) x 2 (salience) ANOVAs for the between-condition means for the items on issues of conflict, high-importance, and low-importance, revealed only a main effect for the conflict-related items: projection increased certainty just on conflict-related issues

Issue Type	Salience of Ingroup Identity: High	Salience of Ingroup Identity: Low
High-Importance	1.53 a (0.95)	2.26 a** (0.77)
Conflict-Related	1.40 b (1.01)	1.96 b* d (0.80)
Low-Importance	1.25 (0.91)	1.57 d** (0.83)
Marginal	1.39 c	1.93 c*

Notes:

1. The lower means indicate greater assumed similarity.
2. The numbers in parentheses are standard deviations.
3. Means with the same letter differ from each other:
   * = $p<0.05$; ** = $p<0.01$.

Table 2. Assumed similarity between self and target

Salience of Ingroup Identity	Issue Type	Opportunity to Project: Yes	Opportunity to Project: No
High	High-Importance	7.55 a (1.20)	7.22 b (1.02)
	Conflict-Related	7.13 (1.05)	6.49 b** (1.23)
	Low-Importance	6.64 a** (1.73)	6.40 (1.50)
	Marginal	7.11	6.71
Low	High-Importance	7.40 (1.32)	7.45 c d (0.88)
	Conflict-Related	7.24 (1.07)	6.81 c* (1.14)
	Low-Importance	7.04 (1.39)	6.38 d** (1.64)
	Marginal	7.23	6.88

Notes:

1. The higher means indicate greater certainty.
2. The numbers in parentheses are standard deviations.
3. Means with the same letter dirrer from each other:
   * = $p<0.05$; ** = $p<0.01$.

Table 3. Certainty ratings of own attitude

(project M=7.2, no project M=6.6) ($F(1,59)=4.54$, $p<0.04$).

In summary, within the context of the fact that the certainty of all of these caucasian American male commuter students is generally high with an overall aggregate mean of 7.0 for certainty, the manipulation of salience and projection made no difference on ratings of certainty for either the high or low importance issues. The projection manipulation did, however, affect the certainty ratings of the conflict-related issues (all of middling importance). Both projection groups displayed more certainty about their attitudes for the conflict-related issues than did the control groups. This suggests that the projection effect found by Holtz & Miller was due to the presence of conflict-related items among those that comprised their high-important set.

Components of Assumed Similarity

The overall assumed similarity means presented in Table 2 show, as anticipated, that subjects for whom an ingroup-outgroup conflict was made salient, perceived greater similarity between their own attitudes and those of their ingroup than did subjects for whom group membership was not made salient. This absolute difference between self-other responses has been a common way of defining similarity (e.g., Allen & Wilder,

1979; Marks & Miller, 1982; Marks, Miller, & Maruyama, 1981). However, as discussed in the introduction, when pooled across attitude issues, these absolute self-other difference scores contain two conceptually orthogonal components: general elevation similarity and specific item content similarity. If the two orthogonal components yield opposite effects within an issue type, then examination of the overall assumed similarity data, such as that presented in Table 2, would be misleading in that if one of the effects were stronger it would occlude the other.

General elevation similarity. As indicated, this study examined three types of issues: high-importance, low-importance and conflict-related. There were six statements for each issue type. Two conditions provided subjects the opportunity to estimate the attitudes of a group to which they belonged, i.e. opportunity to project onto an ingroup, in addition to presenting their own attitudes on these three types of issues. In one of these conditions the salience of group membership was high, while in the other condition it was low.

Whereas overall assumed similarity for each subject is the average of the self-other difference scores within issue types, each subject's elevation similarity is the difference of the averages of self and other

scores across issues within each issue type. Therefore, elevation similarity examines the differences between each subject's general tendencies for self description and attribution to others. One might display different general tendencies for their own attitude on different types of issues and might place their projected target at differing distances from the self on different issue types. In accord with the robust finding regarding the perception of ingroup similarity, it is expected that the high-salience manipulation should induce responses of greater similarity between self and target on this measure than should the irrelevant interview and this should be especially true for issues of high personal importance and issues of relevance to group identity.

By averaging each subject's responses separately within issue type, e.g. the six conflict-related issues, for self and target, a general response trend can be examined within issue type and the average distance between self and target can be assessed. Therefore, elevation similarity is mathematically defined as the absolute difference between the average of own attitude and projected attitude for each of the three issue types. For example, within the six conflict issues:

(A1C1+...+A1C6)/6= A1 (avg. of own attitude/subject)

$(A2C1+...+A2C6)/6 = A2$ (avg. of projected attitude/subject)

$|A1 - A2|$ (absolute difference/subject)

$\Sigma|A1 - A2|/n = EDC$ (elevation difference on the conflict items/ condition)

If, for example, a subject's average score for his own attitude on the six conflict-related issues were 5.0, and his projected average were 5.5, then his general similarity would be 0.5. This is only meaningful when contrasted with both other issue types and other conditions (where smaller differences indicate greater perceived similarity). By this approach, we are not looking at elevation per se, nor direction, but simply elevation differences.

As expected, a 1 (project) x 2 (salience) x 3 (issue type) ANOVA revealed a main effect for salience ($F(1,36)=5.30$, $p<0.027$) showing that high-salience of group identity produced greater assumed similarity between self and ingroup (see Note 6) (see Table 4).

Specific content similarity. As indicated, in addition to examining within each issue type the general response elevation tendency (similarity between self-description and attribution to others), the specific content similarity on each of the items comprising the three sets of issue types can be examined after removing

Issue Type	Salience of Ingroup Identity	
	High	Low
High-Importance	0.61 (0.69)	1.00 a* (0.67)
Conflict-Related	0.47 a (0.53) b	0.85 (0.59)
Low Importance	0.73 (0.79)	0.90 b* (0.71)
Marginal	0.60 c	0.92 c*

Notes:

1. The lower means indicated greater elevation similarity.
2. The numbers in parentheses are standard deviations.
3. Means with the same letter differ from each other:
   * = $p<0.05$.

Table 4. Elevation similarity

the within-subject elevation effects. This conceptually independent aspect of assumed similarity is assessed by converting each subject's responses (self-descriptions and attributions) into Z-scores. This was done separately for the items within each issue type, thereby creating six sets of Z-scores, consisting of three own attitude Z-score distributions (A1Z) and three projected attitude Z-score distributions (A2Z). (The means used in these calculations equalled each subject's three own attitude elevation scores and three attribution elevation scores). For example, within the six high-importance issues:

A1Z1...A1Z6 A2Z1...A2Z6 (12 Z-scores per subject)

$|A1Z - A2Z|$ (6 difference scores/subject)

$\Sigma|A1Z - A2Z|/6$ (avg diff score per subject)

$\Sigma(\Sigma|A1Z - A2Z|/6) / n$ (avg diff score per condition)

Thus, the specific content, or meaning, of the individual attitude statements is the only contribution to the variance in these difference scores, i.e. between own and projected attitude. A subject's mean of these Z-score differences within an issue type set accordingly reflects an average tendency to see self and other as agreeing or disagreeing with the specific content of the attitude statements within that domain.

A 1 (project) X 2 (salience) X 3 (issue type) ANOVA on these difference scores produced both a main effect for salience ($F(1,36)=8.15$, $P=0.007$) and for issue type ($F(2,72)=6.12$, $P=0.004$) (see Table 5). Therefore, as expected, increasing the salience of one's ingroup identity did lead to an increased sense of agreement between one's self and one's ingroup on the content of all issues. However, unexpectedly, the greatest item content similarity occurred with issues of low importance, whereas the greatest dissimilarity occurred with both the high-importance issues and the issues that are related to an ingroup-outgroup conflict (and therefore relevant to group membership).

Similarity comparison. Although the means for elevation similarity and content similarity represent different numbers (elevation similarity by scale differences and content similarity by Z-score differences), the direction of their mean difference is the same, i.e. smaller differences indicate greater similarity while larger differences indicate greater dissimilarity. As predicted, greatest affective similarity (elevation similarity) was obtained on the conflict-related issues and simultaneously the greatest cognitive dissimilarity (content similarity) was obtained on these same issues (see Table 6 for this

Issue Type	Salience of Ingroup Identity: High	Salience of Ingroup Identity: Low
High-Importance	0.66 a* (0.38)	0.93 d (0.33)
Conflict-Related	0.67 (0.44) b*	1.02 a c (0.32) b e
Low-Importance	0.55 c** (0.35) d*	0.69 e** (0.37)
Marginal	0.63 f	0.88 f**

Notes:

1. The larger means indicate greater dissimilarity.
2. The numbers in parentheses are standard deviations.
3. Means with the same letter differ from each other:
   * = $p<0.05$; ** = $p<0.01$.

Table 5. Content similarity

Salience of Ingroup Identity	Issue Type	Type of Similarity	
		Elevation	Content
High	High-Importance	0.61 a* (0.69)	0.66 (0.38)
	Conflict-Related	0.47 b** (0.53) c*	0.67 (0.44)
	Low-Importance	0.73 (0.79)	0.55 (0.35)
	Marginal	0.60	0.63
Low	High-Importance	1.00 (0.67)	0.93 c (0.33)
	Conflict-Related	0.85 (0.59)	1.02 a b (0.32)
	Low-Importance	0.90 (0.71)	0.69 (0.37)
	Marginal	0.92	0.88

Notes:

1. The lower means indicate greater similarity.
2. The numbers in parentheses are standard deviations.
3. Means with the same letter differ from each other:
   * = $p < 0.05$; ** = $p < 0.01$.

Table 6. Orthogonal comparison between elevation similarity and content similarity

comparison). The results regarding the hypothesis that there should be correspondence between group-relevant and high-importance issues are not as uniform as anticipated. With content similarity, the prediction is upheld in that both conflict-related and high-important issues are treated equally in contrast to the low-important issues. However, with elevation similarity, it is the high and low-importance issues that group together in contrast to the conflict-related issues. This suggests that the degree to which attitudes that are relevant to group membership overides importance, per se, of the attitude such that one is disposed to perceive oneself as more similar in general to one's ingroup but distinct from most ingroup members in terms of any specific attitude that concerns the group.

The 1 (project) x 2 (salience) x 2 (similarity type) x 3 (issue type) ANOVA generated some interesting results. First, taking both orthogonal components together, the salience finding is greatly enhanced ($F(1,36)=8.44$, $P=.006$). This, again, upholds the robust phenomenon of the perception of ingroup similarity, in this case, mediated by increased salience of ingroup identity. Second, the interaction between item type and the differential directions of the two orthogonal aspects is highlighted ($F(2,72)=3.35$, $P=0.041$), i.e.

greatest similarity between self and ingroup is perceived on the conflict-related issues in terms of general elevation effects and at the same time greatest dissimilarity is perceived on the conflict-related issues in terms of disagreement with the content of the attitude issue. If we now compare the rank order findings of all of our similarity data (see Table 7) we see more clearly how one can see oneself as simultaneously similar to and unique from one's ingroup.

If we had only looked at overall assumed similarity, the opposing effects found for the two orthogonal components, general elevation similarity and specific item content similarity would have been occluded by the stronger similarity effects of elevation similarity. Why did both the high and low salient conditions produce similar results with the conflict items? One consideration is that all subjects were initially asked if they were commuters thereby informing the subjects that commuters were of interest. This initial question, included for the purpose of selecting the subject population, possibly primed group identity cues which would consequently weaken the impact of the ingroup salience manipulation.

Type of Similarity	Salience of Ingroup Identiy			
	High		Low	
	Similar	Different	Similar	Different
Overall Assumed	low-conflict-high		low-conflict-high	
General Elevation	conflict-high-low		conflict-low-high	
Specific Content	low-high-conflict		low-high-conflict	

Table 7. Rank order comparison of assumed, elevation, and content similarity

Manipulation Check

According to the hypothesis, the induction of an ingroup-outgroup conflict should increase the identity of the subjects as commuters more than the group which did not receive this induction. To assess such feelings of group identity, the manipulation check asked the subjects to rate themselves on a 9-point scale anchored by "very different from" (1) and "very typical of" (9) with a midpoint of "neutral" (5) as to how representative they felt themselves to be of: USC (UCLA) students, USC (UCLA) male students, and USC (UCLA) commuter students.

A 2 (salience) x 2 (opportunity to project) ANOVA displayed a main effect for the questions only ($F(2,142)=22.64$, $p<.001$). As can be seen in Table 8 these data support the possibility that despite the fact that the manipulation of salience of ingroup identity was to some degree successful, e.g. as evidenced by its effects on assumed similarity reported above, nevertheless, it was weakened by the fact that all subjects were cued to their group identity as commuters. To the initial question "Are you a commuter?" all of the subjects reported themselves to be a more typical commuter than student or male student.

Salience of Ingroup Identity	Typical	Opportunity to Project: Yes	Opportunity to Project: No
High	Student	4.53 (2.46)	4.21 a** (2.51)
	Male Student	4.47 (2.46)	4.16 (2.39)
	Commuter Student	5.26 (2.42)	5.53 a (1.93)
Low	Student	3.67 (2.27)	4.47 c** (2.44)
	Male Student	3.94 b** (2.19)	4.32 (2.14)
	Commuter Student	5.17 b (2.02)	5.74 c (2.16)

Notes:

1. The higher means indicate more typicality.
2. The numbers in parentheses are standard deviations.
3. Means with the same letter differ from each other:
   ** = $p<0.01$.

Table 8. Manipulation check of conflict induction

Order

The measurement of certainty was a dependent variable while the measurement of importance was essentially a manipulation check. To control for the fact that the projection conditions had one more dependent measure (the projection measure) allowing them to have two passes through the statements before the certainty measure, the order of the dependent measures was varied in the control condition so that for half the subjects certainty was assessed before importance and vice versa for the other half (see Table 9).

Examination of a 1 (no project) x 2 (salience) x 2 (order) x 3 (issue type) ANOVA within the control conditions showed that the alternate orders made no significant difference (see Note 7).

Corrolation Between Certainty and Assumed Similarity

As found in the Holtz and Miller study, the results of this study showed no corrolation between certainty and assumed similarity for any individual item within either of the two conditions that had the opportunity to project.

Summary

This study began with three hypotheses regarding certainty of opinion. The first states that an increase in the salience of ingroup identity (operationalized by

Opportunity to Project	Dependent Variables				
	1	2	3	4	5
Yes	own	proj	cert	imp	mc
No	own	cert	imp	mc	
No	own	imp	cert	mc	

Legend:

own = own attitude
proj = estimation of ingroup attitude
cert = certainty of own attitude
imp = importance of attitude issue
mc = manipulation check

Table 9. Order of measures in survey packet

an induction describing an ingroup-outgroup conflict) should lead to an increase in certainty regarding one's own attitudes. The results show that the conflict induction did not increase certainty.

The second hypothesis states that the opportunity to project (operationalized by requesting that subjects estimate the attitudes of members of their ingroup on a variety of issues in addition to their own attitude) should also lead to an increase in certainty regarding one's own attitudinal position. Only the results for the conflict related issues yielded a significant difference. However the direction of all the means are as predicted in that those subjects who had the opportunity to project were more certain of their own attitudes. It therefore seems that a compounding effect of salience did not occur in that the marginal certainty of the condition that had both the opportunity to project and received the conflict induction is not greater than the marginal mean of the condition that only received the conflict induction. This suggests the possibility that the control group was inadvertently raised to a level equal to that of the experimental group by use of the group identity label during the initial contact with the subjects. This speculation is further supported by the fact that the manipulation

check data indicated that both subjects who received the conflict induction and those that did not rated themselves as having an equally strong commuter identity.

The third hypothesis regarding certainty states that individuals should feel more certain about issues of high-importance and relevance to their group identity than to issues of low importance. It is, however, only the highly important issues that yield increased certainty over the other types of issues within a condition.

Additionally, this study began with three hypotheses regarding perceived similarity. The first states that increased salience of ingroup identity should increase perceptions of similarity between oneself and one's ingroup. Clear support for this hypothesis was evidenced in the fact that all three examinations of similarity (overall assumed similarity, elevation similarity, and content similarity) yielded differences in the predicted directions. These results are also in accord with those to be expected from the false consensus literature, e.g. Ross, Greene, & House (1977).

The second and third hypotheses regarding perceived similarity suggested that the content of the

attitude issue should make a difference and that the separation of assumed similarity into the two conceptually independent aspects of elevation similarity and content similarity should provide evidence for one's affective desire to be similar to one's ingroup and the simultaneous cognitive desire to be different from one's ingroup. This was soundly upheld by the finding that within the context of both greater elevation and content similarity, when saliency of group identity was high, subjects perceived themselves to be more similar in elevation to their ingroup on the high-importance and conflict-related issues while they responded most differently to the content for themselves and ingroup on these same issues.

Regarding this last finding, it seems that Festinger's theory regarding the increased pressure toward uniformity on issues that are relevant to one's ingroup identity might be modified to state that there is an increased pressure toward uniformity in a general sense and an increased pressure toward uniqueness on any single opinion for issues that are either important in their own right or relevant to one's ingroup identity.

DISCUSSION

Although both social comparison theory and cognitive consistency theory suggest that projection might always lead to an increase in one's certainty regarding one's own attitude, the results of this study suggest that a significant increase in certainty only occurs on issues that are related to an ingroup membership. This could account for the null effects found by Marks in that his issues were not group-linked and the effects found by Holtz and Miller in that group-linked issues may have been predominant in their issues of high importance. Inspection of their individual item content reveals that some items do appear to be manifestly related to group conflict. Given the fact that the importance ratings were divided into the four highest and four lowest as rated by each subject, one cannot tell whether or not the conflict-related issues were overrepresented among the high importance issues. It may be that increased certainty occurs when one feels increased social support. Such perceived social support may be accrued by thoughts of a specific social group to which one belongs. Simple reflection on the attitudes that other members of one's group may hold could yield, in turn, an increased sense of social suport. It further seems that this social support only affects certainty about issues

specifically related to that social group. This suggests that reminding individuals of their group membership may further entrench the attitudes they currently hold on issues related to that group.

It is also important to note that this study successfully separated the affective and cognitive components of social comparison. The results showed a main effect for salience, i.e. for all three types of items (high-importance, low-importance and conflict-related), and irrespective of the type of similarity (assumed, elevation, or content) examined, the data indicated that when group identity is made salient, one projects greater similarity between himself or herself and other ingroup members.

Perhaps even more interesting, however, is the interaction between item type and the two conceptually independent components of similarity (elevation similarity and content similarity). Although the salience of intergroup conflict did not enter significantly into this interaction, the opposing pattern occurs most clearly in the condition in which an intergroup confict was salient. Contrasting the unimportant issues with the important issues (whether they be personally important or important because they are conflict-related and consequently bear on one's

group identity) clearly displays the higher elevation similarity but lower projected content agreement.

These two components of assumed similarity can be viewed as corresponding, respectively, to the affective and cognitive dimensions of one's relation to one's ingroup. This analysis suggests that we see ourselves as generally closest to other group members on important issues or issues relevant to group membership; and on these same issues, we also attempt to distance ourselves from others with respect to the cognitive component, namely, the specific item content. This distancing exemplifies the extent to which individuals perceive their contributions as unique or distinct from those of other group members.

Despite the opposing effects of perceiving ourselves as similar and yet unique, both these tendencies illustrate the dependence we have on group membership. Hollander (1975) states that within every social system there exists a tension between the individual and the aggregate, the parts and the whole. In a free society, a balance must be maintained between "the requirements for dependable patterns of action and for independent initiations" (p. 56). This expresses the individual's need to feel both part of the social world and, at the same time, to develop a unique sense

of self apart from the social world. Effective communal action requires a sense of group identity, yet, it is through the individual's unique contributions that social systems grow and develop. Thus, as Kant (in Becker, 1968) argued, social systems should have as their goal "Maximum individuality within maximum community" (p. 231).

NOTES

1. The aspect of Gary Marks's study that this paper addresses is his results from his dissertation Study 1 (University of Southern California) entitled "The nature of social reality." However, due to the fact that Study 1 supported the null hypothesis, it was not included in his final paper (1982).

2. Cronbach defines a third type of similarity, Stereotype Accuracy as one's "accuracy in predicting the generalized other" in terms of frequency and scatter of responses. What this paper calls elevation similarity, he calls Differential Elevation and what this paper calls content similarity, he calls Differential Accuracy.

3. Because the sample came from two different university populations (UCLA and USC), all of the data was examined for a potential difference between location means. No differences between the data from each location were significant and thus all findings reported below are based on the pooled data from both locations.

4. Aware of the possibility that the different targets (other commuters versus other USC (UCLA) students) might yield differential ease in projecting one's attitudes, Holtz (1985) tested the effects of two similar targets with University of Iowa subjects in a low salience of ingroup identity context. Comparing those who projected to fellow apartment dwellers to those who projected onto other students in general, the results of his study showed no significant differences in the rating of certainty of own attitudes and perceived similarity between self and target attitudes. This study was presented as a paper at the American Psychological Association conference held in Los Angeles in August, 1985.

5. Although the interaction between salience and issue type was not significant, individual contrasts reveal that the salience manipulation effect is due to the highly important and conflict-related issues. Additionally, the subjects who received the conflict induction (high salience) did not discriminate between issue types. They were equally similar on all of the statements while the subjects who received the irrelevant interview (low salience) were significantly more similar on the low-important

items than on either the highly important or conflict-related items.

6. Rather than both the high-important and conflict-related issues yielding the greatest elevation similarity, it is only the conflict-related issues that produce the greatest similarity. Although this finding is especially true for the condition in which a conflict between commuters and fraternity-row students was made salient, the trend was the same among the commuters for whom ingroup identity was made less salient.

7. Because the means were slightly lower (less certain) when the subjects responded to certainty before importance, the subset of data within this latter order was compared in a 2 (salience) x 2 (opportunity to project) ANOVA to determine if that comparison might yield greater significance for the relationship between certainty and projection. This was, in fact, the case, i.e. the obtained F for this comparison ($F(1,54) = 2.76$, $p < 0.05$, one tailed) exceeds that reported earlier using the entire set of control subject data ($F(1,72) = 2.23$, $p < 0.07$, one tailed). Importance was examined in a similar fashion, and the order of these rating forms in the packet was found to be unrelated to the importance of issue ratings.

BIBLIOGRAPHY

Allen, V.L. & Wilder, D.A. (1979). Group categorization and attribution of belief similarity. Small Group Behavior, 10 (1), 73-80.

Asch, S.E. (1951). Effects of group pressure upon the modification and distortion of judgment. In H. Guetzkow (Ed.), Groups, leadership, and men. Pittsburgh, PA: Carnegie.

Baron, R.S., Sander, G.S., & Baron, P.H. (1975). Social comparison reconceptualized: Implications for choice shifts, averaging effects, and social facilitation. Unpublished manuscript, University of Iowa.

Becker, E. (1968). The structure of evil. NY: The Free Press.

Brewer, M.B. & Miller, N. (1984). Beyond the contact hypothesis: Theoretical perspectives on desegregation. In N. Miller and M.B. Brewer (Eds.), Groups in contact: The psychology of desegregation (pp. 281-302). NY: Academic Press.

Byrne, D. (1971). The attraction paradigm. NY: Academic Press.

Cronbach, C.J. (1955). Processes affecting scores on "understanding of others" and "assumed similarity." Psychological Bulletin, 52 (3), 177-193.

Festinger, L.A. (1954). A theory of social comparison processes. Human Relations, 7, 117-140.

Festinger, L. (1957). A theory of cognitive dissonance. Evanston, IL: Row, Peterson.

Fromkin, H.L. (1970). Effects of experimentally aroused feelings of undistinctiveness upon valuation of scarce and novel experiences. Journal of Experimental Social Psychology, 16, 521-529.

Fromkin, H.L. (1972). Feelings of interpersonal undestinctiveness: An unpleasant affective state. Journal of Experimental Research in Personality, 6, 178-185.

Fromm, E. (1941). Escape from freedom. NY: Farrh & Rinehart.

Heider, F. (1958). The psychology of interpersonal relations. NY: Wiley.

Hollander, E.P. (1975). Independence, conformity, and civil liberties: Some implications from social psychological research. Journal of Social Issues, 31, 55-67.

Holtz, R. & Miller, N. (1985). Assumed similarity and opinion certainty. Journal of Personality and Social Psychology, 48 (4), 890-898.

Horney, K. (1937). The neurotic personality of our time. NY: Norton.

Latane, B. (1966). Studies in social comparison. Journal of Experimental Social Psychology, Supplement 1.

Lemaine, G. (1974). Social differentiation and social originality. European Journal of Social Psychology, 4, 17-52.

Levine, J.M. (1980). Reaction to opinion deviance in small groups. In P.B. Paulus (Ed.), Psychology of group influence (pp. 375-429). Hillsdale, NJ: Lawrence Erlbaum Associates.

Marks, G. & Miller, N. (1982). Target attractiveness as a mediator of assumed attitude similarity. Personality and Social Psychology Bulletin, 8 (4), 728-735.

Marks, G., Miller, N., & Maruyama, G. (1981). Effect of targets' physical attractiveness on assumptions of similarity. Journal of Personality and Social Psychology, 41 (1), 198-206.

Maslow, A.H. (1962). Toward a psychology of being. NY:Van Nostrand.

McGuire, W.J. & Padawer-Singer, A. (1976). Trait salience in the spontaneous self-concept. Journal of Personality and Social Psychology, 33, 743-754.

Miller, N. & Marks, G. (1982). Assumed similarity between self and other: Effect expectation of future interactions with that other. Social Psychology Quarterly, 45 (2) 100-105.

Newcomb, T.M (1981). Heiderian balance as a group phenomenon. Journal of Personality and Social Psychology, 40, 862-867.

Ross, L., Green, D., & House, P. (1977). The "false consensus effect": An egocentric bias in social perception and attribution processes. Journal of Experimental Social Psychology, 13, 279-301.

Sherif, M. (1966). In common predicament: Social psychology of intergroup conflict and cooperation. Boston, MA: Houghton Mifflin.

Tajfel, H. & Turner, J. (1979). An integrative theory of intergroup conflict. In W.G. Austin & S. Worchel (Eds.), The social psychology of intergroup relations. Monterey, CA: Brooks/Cole.

APPENDIX A

Pilot One

The goal of the pilot studies was to identify eighteen statements of which six would reflect a commuter/fraternity row conflict, six would be deemed of high importance and six would be of low importance to commuter students.

Thirty male students from the University of Southern California participated in the first pilot study. Twelve commuters (five caucasian American, four black American, and three foreign), eighteen non-Row residents, and two Row residents, completed the four-page pilot packet (see Appendix C).

The pilot packet contained measurements of importance, attitude, commuter-relatedness and demographics. The importance measurement used a nine-point scale anchored by "very unimportant" (1) and "very important" (9) with a midpoint of "neutral" (5). The subjects rated thirty issues, e.g, parking fees, leasing of national land, daylight savings time. The thirty issues comprised three groups of ten that were assumed to be commuter-related, of high importance, and of low importance. Some of the assumptions were directed by the results of the Holtz and Miller study. These thirty issues were randomly ordered for the pilot packet.

The commuter relatedness measurement directed the subjects to circle the six issues that they thought were important to commuter students. A set of demographic questions determined the subject's ethnicity and whether or not he was a commuter.

The experimenter approached males who were seated in eating areas around campus and after verifying that they were students, asked them if they had a few minutes to participate in a survey for an article for the Daily Trojan (the University newspaper). If they responded affirmatively, then they were given a packet and pencil, if necessary, and told it would be picked up when they were finished. If there were more than one male at the table, each was given a packet and this was so noted on their packets when they were received.

The data from the row residents was ignored. Table A-1 shows the results of the circled items (votes showing that subjects felt the issue was commuter-related), the mean importance rating, and the standard deviations for both the commuters and non-row residents.

commuter - Imp	votes	commuters $\bar{X}$	commuters s.d.	non-com $\bar{X}$	non-com s.d.
(1) parking fees	21	7.25	2.094	5.72	2.49
(3) library use		5.17	2.980	4.11	3.65
(4) campus life	7	6.67	2.570	7.22	2.60
(7) car pool	15	5.58	2.353	4.72	2.47
(12) grievances		4.00	2.374	4.89	2.32
(13) part. students	4	4.92	2.71	4.72	2.11
(14) educ. goals	7	8.92	0.79	7.44	2.41
(15) comp control	7	6.83	2.33	6.61	2.66
(17) min. rep. on board	1	5.92	2.78	5.78	2.56
(19) world affairs	4	8.00	1.35	7.06	2.21
High - Importance					
(6) health H	4	7.67	1.67	6.64	2.73
(9) rent control H	4	6.75	2.38	7.56	1.58
(11) elections H	1	6.42	2.64	6.56	2.31
(16) daycare H	1	7.50	1.31	6.33	2.59
(18) fin'l aid	10	8.25	1.29	7.67	1.97
(21) grad. rep. H	4	6.17	1.59	6.67	2.61
(23) security H	12	7.75	2.26	7.72	2.37
(24) soc. life H	2	5.92	2.28	6.11	2.56
(25) TV/housework		4.75	2.05	4.33	2.57
(27) happiness H	11	8.00	2.34	8.00	2.57
Low - Importance					
(1) bikes	2	4.75	3.02	4.67	2.22
(5) daycare	1	5.58	2.23	5.11	2.08
(8) Nat'l land		5.67	2.02	5.50	2.43
(10) intramural sports	1	5.67	2.23	7.17	1.92
(20) daylight time	2	4.00	2.45	5.61	2.93
(22) ~~[illegible]~~ hours w/ kid		2.83	2.33	4.89	2.87
(26) practical experience	2	6.92	2.35	7.56	1.98
(28) sports events	2	5.67	1.56	7.11	2.40
(29) facel	1	7.25	1.14	5.89	2.30
(30) community	1	6.42	2.31	5.72	2.22

Table A-1. Pilot 1 results

BEST COPY AVAILABLE

APPENDIX B

Pilot Two

Since commuter students were the target of the study, the second pilot so limited the subjects. Additionally, from the findings of the first pilot, the second pilot only examined caucasians in order to minimize the variance.

As discovered in Pilot 1 by subjects' comments, that issues out of context were difficult to assess regarding importance, the second pilot embedded the issues within a statement.

The subjects consisted of sixteen male commuter students from the University of Southern California. Ten of them were caucasian American born, five were foreign, and one was a black American born. They each completed the three-page pilot packet (see Appendix B).

It was decided that rather than examining issues that were commuter-related, a more cogent issue type would be one dealing with the conflict between commuters and Row students. Therefore, by rewording four of the low importance statements (bikes, daycare, intramural sports, and Greek affiliation) and one of the high importance statements (financial aid), they were converted to reflect a commuter/fraternity Row conflict. The three issues that had been assumed to be of low-

importance in the first pilot (practical experience, taxes, and community) and were rated over 6.4 were recategorized as high-importance issues. The two conflict issues (groceries and late students) that were rated below 5.0 and the high-importance issue (TV/homework) that was rated below 4.8 were recategorized as low-importance issues. Six new low-importance issues were created yielding a total of 36 statements (13 conflict-related, 11 high-importance, and 12 low-importance) to be rated. The subjects were asked to rate the importance of the underlined issues, irrespective of the direction of the statement, on the same nine-point scale used in the first pilot.

Subjects again were directed to circle six issues, but on the basis of relatedness to a conflict between commuter students and fraternity-row students, rather than of importance to commuters. Finally, three questions were used to establish American versus foreign students.

The only difference between this procedure and the first pilot was that the experimenter only approached caucasian males and then verified that they were both students and commuters before soliciting their participation.

The goal of the pilot studies was to identify eighteen statements of which six would reflect a commuter/fraternity-row conflict, six would be deemed of high importance and six would be of low importance to commuter students.

Since the second pilot displayed the issues embedded in a statement, the subjects' responses to identifying the six conflict-related issues was weighted more heavily than the responses from the first pilot study. Therefore, of the eight statements that received at least three votes (see Table B-1), the two that received the lowest mean importance rating in the second pilot were thrown out.

The six highest means that received no votes from the second pilot as being conflict-related became the high-importance issues. Since almost all of the low means received at least one vote, a maximum of one vote served as a criterion for choice. The additional criterion of having been assessed in both pilots created the needed discrimination for the sixth low-importance issue.

Inadvertently, data was collected from foreign students. Although not the focus of this study, two findings seem prominent: most issues were seen as more important to foreign students; those that were deemed

SEM	CON/ROM CONFLICT	Item # P1	Item # P2	Clusters n=30 V1	Clusters n=12 V2	P1 n=5 Qan	P1 n=3 Fac	P2 n=10 Qan	P2 n=5 Fac	Pooled n=15 Qan	Pooled n=8 Fac
	fin'l aid	18	22	10	1	8.0	7.7	6.1	4.8	6.7	4.0
6.9	world affairs	19	23	4	4	7.8	8.0	4.9	5.6	5.9	6.5
	educ. goals	14	17	7	3	8.2	9.0	3.8	5.6	5.3	6.9
4.6	intramural	10	10	1	4	5.6	6.3	4.8	5.0	5.1	5.5
	prog fees	2	3	21	3	7.2	7.0	4.0	3.6	5.1	4.9
	stay central	15	18	7	1	6.8	7.7	4.1	5.6	5.0	6.4
	library	3	4	0	1	6.8	5.0	4.0	2.8	4.9	3.6
	car pool —	7	9	13	1	5.6	5.7	4.1	5.4	4.6	5.5
9.1	campus life	4	5	7	7	4.6	8.0	4.5	9.6	4.5	5.9
5.9	B. of T.	17	21	1	3	4.0	6.7	4.5	6.2	4.3	6.4
	daycare	5	7	1	1	4.0	6.7	4.2	8.4	4.1	7.8
	Bikes	1	1	2	1	3.2	4.7	4.2	3.2	3.9	3.8
8.9	Greek affil.	22	26	0	7	2.0	3.0	4.5	3.8	3.7	3.5
	Rank Order Rqt										
	Happiness	27	33	11	2	7.4	8.3	7.6	9.0	7.5	8.8
	security	23	27	12	1	6.8	8.0	7.6	7.2	7.3	7.7
7.9	prac. exp.	26	32	2	0	5.0	8.3	8.0	8.4	7.0	8.4
7.5	taxes	29	35	1	0	7.0	8.0	6.7	7.6	6.8	7.8
6.9	Nat'l Land	8	11	0	0	5.8	6.0	7.1	6.0	6.7	6.0
7.2	Elections	11	14	1	0	5.8	5.7	7.0	8.0	6.6	7.1
	Rent Control	9	13	4	2	6.8	6.7	6.4	4.4	6.5	5.3
7.6	Defense	16	19	1	0	7.8	8.0	5.6	7.6	6.3	7.8
	Community	30	36	1	1	4.4	8.0	6.9	5.4	6.1	6.4
	Cloaks	—	2	—	1	—	—	5.8	2.2		
6.7	Social Life	24	28	2	5	5.2	5.3	5.5	7.6	5.4	6.7
	Health	6	8	4	2	6.6	8.0	4.7	7.0	5.2	7.4
7.0	Grad Req.	21	25	4	0	5.4	6.0	5.2	6.6	5.3	6.4
	Supplies	—	12	—	1	—	—	5.1	6.4		
	Grounds	—	6	—	1	—	—	4.7	4.8		
5.6	Sports	28	34	2	1	6.4	4.7	5.8	3.4	4.7	3.9
	Recycle	—	29	—	1	—	—	4.6	5.2		
5.7	Late	13	15	4	1	5.4	5.0	3.8	2.4	4.3	3.4
	TV	25	30	0	2	4.8	5.3	4.0	2.8	4.3	3.8
5.6	Groceries	12	31	0	1	4.0	6.0	3.7	5.6	3.8	5.8
4.7	Daylight	20	24	2	1	4.6	4.3	2.7	4.8	3.3	4.6
5.8	Flights	—	20	—	0	—	—	2.5	3.8		
5.9	D.T. Dish.	—	16	—	1	—	—	2.2	4.8		

$\bar{C} = 4.32$

$\bar{H} = 6.45$

$\bar{L} = 3.47$

Table B-1. Pilot 1 and Pilot 2 results

BEST COPY AVAILABLE

less important seem to be tied to American values, e.g. TV/libraries, and financial issues, e.g. financial aid, and may be viewed as less important to the foreign students at USC because they come from monied families.

APPENDIX C

If you can spare five more minutes, completeing the rest of this survey would be greatly appreciated. If you cannot, thank you for the help you've given.

Please indicate the number (from the scale below) that best corresponds to your own attitude regarding the followig issues. Place your response on the line to the left of each statement.

Strongly Disagree	Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6	7	8	9

_____ 1. More USC funds should be spent for the creation of better campus facilities for the use of bicycles, skates and skateboards.

_____ 2. In order to meet the increasing costs of running the University, fees for parking on campus should be increased regularly.

_____ 3. A good way to reduce University fees would be to restrict library hours to evenings only.

_____ 4. Row students contribute more to the quality of campus life than commuters.

_____ 5. The University should provide day care centers for the children of students.

_____ 6. The health services on campus should be expanded.

_____ 7. USC funds should be spent to coordinate efficient car-pooling.

_____ 8. The leasing of National Forest land to private interests should be prohibited.

_____ 9. Rent control should become a permanent law.

_____10. There should be more intramural sports events pitting commuter teams against row teams.

_____11. Students should become more involved in presidential elections.

_____12. The Student Bookstore should offer more in the way of grocery type food for sale.

_____13. Professors should have the prerogative to expell students who are late to class more than three times, irrespective of the course.

_____14. Students in residence at the University tend to be less serious about their educational goals than other students.

Strongly Disagree	Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6	7	8	9

_____15. Student vehicles should be exempted from the requirement of smog control devices.

_____16. It's inappropriate that the government spend more money on defense than it does on education and other human services.

_____17. A procedure should be established to increase minority and commuter student representation on the USC Board of Trustees.

_____18. Financial aid for students should be eliminated.

_____19. Commuter students are more aware of world affairs than row students.

_____20. Daylight savings time should be instituted year round in California.

_____21. USC should make graduation requirements more strict for all current as well as future students.

_____22. Greek affiliations (fraternities/sororities) are an important aspect of college experience.

_____23. Security measures on campus are adequate.

_____24. Students should spend less time on their social life and more time studying.

_____25. Students' television watching should be curtailed as a way of increasing time devoted to homework.

_____26. The University should offer more help to students in their attainment of practical experience in their field of interest.

_____27. Happiness is more important than money.

_____28. Involvement in sports at USC, both as participants and/or observers, should be restricted to those with a B average or better.

_____29. Decreasing taxes should be a major priority of our Government.

_____30. Students should become more actively involved in community affairs.

How important do you feel each of the following issues is? Place the appropriate number (from the scale below) on the line to the left of each issue.

Very Unimportant	Unimportant	Moderately Unimportant	Slightly Unimportant	Neutral	Slightly Important	Moderately Important	Important	Very Important
1	2	3	4	5	6	7	8	9

_____ 1. Campus facilities for bicycles, skates and skateboards
_____ 2. Parking fees
_____ 3. Reduction of University fees by reducing library use
_____ 4. The quality of campus life
_____ 5. Campus day care centers
_____ 6. Campus health services
_____ 7. Car-pooling
_____ 8. Leasing of National land
_____ 9. ~~World affairs~~ Rent Control
_____10. Intramural sports
_____11. Presidential campaigns
_____12. Sale of groceries on campus
_____13. Professors prerogative to expell late students
_____14. Educational goals
_____15. Smog control devices
_____16. Defense spending
_____17. Minority representation on the USC Board of Trustees
_____18. Financial aid
_____19. World affairs
_____20. Daylight savings time
_____21. USC graduation requirements
_____22. Greek affiliations (fraternities/sororities)
_____23. Security on campus
_____24. Conflict between social life and studying
_____25. Television interference with homework
_____26. Practical experience in field of interest
_____27. Happiness
_____28. USC sports events
_____29. Decreasing taxes
_____30. Community involvement

BEST COPY AVAILABLE

Please place a circle around the six issue numbers (from 1 to 30 on the previous page) that you think are of most importance to commuter students.

Please check the category below that best describes your living conditions.

_____ USC resident (non-Row)
_____ Row resident
_____ Commuter (fraternity member)
_____ Commuter (non-fraternity member)

My native tongue is _____

My ethnic origin is _____

BEST COPY AVAILABLE

APPENDIX D

How important to you are the following underlined issues? Use the appropriate number from the scale below to indicate your personal concern with each issue. Enter your rating on the line to the left.

Very Unimportant	Unimportant	Moderately Unimportant	Slightly Unimportant	Neutral	Slightly Important	Moderately Important	Important	Very Important
1	2	3	4	5	6	7	8	9

_____ 1. More USC funds should be spent for the creation of better campus facilities for the use of bicycles, skates and skateboards.

_____ 2. There should be more clocks on campus.

_____ 3. In order to meet the increasing costs of running the University, fees for parking on campus should be increased regularly.

_____ 4. A good way to reduce University fees would be to restrict library hours to evenings only.

_____ 5. Row students exceed commuter students in their comparative contributions to campus life.

_____ 6. The University should spend less money on the upkeep of the campus grounds and cut student fees accordingly.

_____ 7. The University should provide day care centers for the children of students and faculty.

_____ 8. The health services on campus should be expanded.

_____ 9. USC funds should be spent to coordinate efficient car-pooling.

_____10. There should be more intramural sports events pitting commuter teams against row teams

_____11. The leasing of National Forest land to private interests should be prohibited.

_____12. The student bookstore should provide a greater selection of supplies.

_____13. Rent control should become a permanent law.

_____14. Students should become more involved in presidential elections.

_____15. Professors should have the prerogative to expell students who are late to class more than three times, irrespective of the cause.

_____16. A better system should be established for the distribution of the Daily Trojan.

_____17. Non-resident University students exceed resident students in their comparative seriousness towards their educational goals.

BEST COPY AVAILABLE

Very Unimportant	Unimportant	Moderately Unimportant	Slightly Unimportant	Neutral	Slightly Important	Moderately Important	Important	Very Important
1	2	3	4	5	6	7	8	9

_____18. Student vehicles should be exempted from the requirement of smog control devices.

_____19. It's inappropriate that the comparative amount of money our Government spends is greater for defense than it is for education and other human services.

_____20. LAX should offer more flights to San Fransico.

_____21. A procedure should be established in increase minority and commuter student representation on the USC Board of Trustees.

_____22. Financial aid for students should be eliminated.

_____23. Commuter students exceed row students in their comparative awareness of world affairs.

_____24. Daylight savings time should be instituted year round in California.

_____25. USC should make graduation requirements more strict for all current as well as future students.

_____26. Greek affiliations (fraternities/sororities) are an important aspect of college experience.

_____27. Security measures on campus are adequate.

_____28. For students, the comparative value of their time spent should be less for social activities than it is for study activities.

_____29. The Commons' cafeterias should recycle the plastic eating utinsils.

_____30. Students' television watching should be curtailed as a way of increasing time devoted to homework.

_____31. The Student Bookstore should offer more in the way of grocery type food for sale.

_____32. The University should offer more help to students in their attainment of practical experience in their field of interest.

_____33. Happiness is more important than money.

_____34. Involvement in sports at USC, both as participants and/or observers, should be restricted to those with a B average or better.

_____35. Decreasing taxes should be a major priority of our Government.

_____36. Students should become more actively involved in community affairs.

BEST COPY AVAILABLE

On numerous occasions in the past, as evidenced by articles in the Daily Trojan and elsewhere, conflicting attitudes and values have been shown to exist between commuter students and row students. Please place a circle around the six issue numbers (from 1 to 36 above) that you think are most related to that conflict.

Please fill in the following blanks:

My primary language is _____

My country of birth is _____

My ethnic origin is _____

BEST COPY AVAILABLE

APPENDIX E

1. Are you a freshman___ sophmore___ Jr.___ Sr.___ Grad___?
2. Do you have an intended or declared major? yes___ no___

   if yes, What is it?_____
3. Do you plan on continuing your education after obtaining your bachelors/graduate degree? yes___ no___
4. Do you live alone___ or with others?___
5. Approximately how many hours/week do you study?_____
6. Do you or will you have to work while attending school?yes___ no___

   if yes, How many hours/week?_____

Please indicate the number (from the scale below) that best corresponds to your <u>own attitude</u> regarding the following issues. Place your response on the line to the left of each statement

Strongly Disagree	Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6	7	8	9

C 1. For students, the amount of time spent for social activities should be less than that spent for study activities.

L 2. Daylight savings time should be instituted year round in California.

C 3. A procedure should be established to increase minority and commuter student representation among the Regents of the U of C.

H 4. Students should become more involved in presidential elections.

L 5. Involvement in sports at UCLA, both as participants and/or observers, should be restricted to those with a B average or better.

H 6. It's very appropriate that the comparative amount of money our Government spends for defense is greater than it is for education and other human services.

C 7. Commuter students exceed row students in their comparative awareness of world affairs.

H 8. UCLA should make graduation requirements more strict for all current as well as future students.

L 9. The Student Bookstore should offer more in the way of grocery type food for sale.

L 10. Professors should have the prerogative to expell students who are late to class more than three times, irrespective of the cause.

L 11. LAX should offer more flights to San Francisco.

H 12. The leasing of National Forest land to private interests should be prohibited.

L 13. A better system should be established for the distribution of the Daily Bruin.

C 14. Row students exceed commuter students in their comparative contribution to campus life.

C 15. Greek affiliations (fraternities/sororities) are an important aspect of college experience.

C 16. There should be more intramural sports events pitting commuter teams against row teams.

H 17. The University should offer more help to students in their attainment of practical experience in their field of interest.

H 18. Decreasing taxes should be a major priority of our Government.

Please indicate the number (from the scale below) that corresponds to your best estimate of the position that you think other UCLA students hold regarding the following issues. Place your response on the line to the left of each statement.

1 Strongly Disagree
2 Disagree
3 Moderately Disagree
4 Slightly Disagree
5 Neutral
6 Slightly Agree
7 Moderately Agree
8 Agree
9 Strongly Agree

_____ 1. For students, the amount of time spent for social activities should be less than that spent for study activities.

_____ 2. Daylight savings time should be instituted year round in California.

_____ 3. A procedure should be established to increase minority and commuter student representation among the Regents of the U of C.

_____ 4. Students should become more involved in presidential elections.

_____ 5. Involvement in sports at UCLA, both as participants and/or observers, should be restricted to those with a B average or better.

_____ 6. It's very appropriate that the comparative amount of money our Government spends for defense is greater than it is for education and other human services.

_____ 7. Commuter students exceed rov students in their comparative avareness of world affairs.

_____ 8. UCLA should make graduation requirements more strict for all current as well as future students.

_____ 9. The Student Bookstore should offer more in the way of grocery type food for sale.

_____10. Professors should have the prerogative to expell students who are late to class more than three times, irrespective of the cause.

_____11. LAX should offer more flights to San Francisco.

_____12. The leasing of National Forest land to private interests should be prohibited.

_____13. A better system should be established for the distribution of the Daily Bruin.

_____14. Rov students exceed commuter students in their comparative contribution to campus life.

_____15. Greek affiliations (fraternities/sororities) are an important aspect of college experience.

_____16. There should be more intramural sports events pitting commuter teams against rov teams.

_____17. The University should offer more help to students in their attainment of practical experience in their field of interest.

_____18. Decreasing taxes should be a major priority of our Government.

How certain do you feel about your own position on each issue? Place the appropriate number (from the scale below) on the line to the left of each issue.

Very Uncertain	Uncertain	Moderately Uncertain	Slightly Uncertain	Don't Know	Slightly Certain	Moderately Certain	Certain	Very Certain
1	2	3	4	5	6	7	8	9

_____ 1. For students, the amount of time spent for social activities should be less than that spent for study activities.

_____ 2. Daylight savings time should be instituted year round in California.

_____ 3. A procedure should be established to increase minority and commuter student representation among the Regents of the U of C.

_____ 4. Students should become more involved in presidential elections.

_____ 5. Involvement in sports at UCLA, both as participants and/or observers, should be restricted to those with a B average or better.

_____ 6. It's very appropriate that the comparative amount of money our Government spends for defense is greater than it is for education and other human services.

_____ 7. Commuter students exceed row students in their comparative awareness of world affairs.

_____ 8. UCLA should make graduation requirements more strict for all current as well as future students.

_____ 9. The Student Bookstore should offer more in the way of grocery type food for sale.

_____10. Professors should have the prerogative to expell students who are late to class more than three times, irrespective of the cause.

_____11. LAX should offer more flights to San Francisco.

_____12. The leasing of National Forest land to private interests should be prohibited.

_____13. A better system should be established for the distribution of the Daily Bruin.

_____14. Row students exceed commuter students in their comparative contribution to campus life.

_____15. Greek affiliations (fraternities/sororities) are an important aspect of college experience.

_____16. There should be more intramural sports events pitting commuter teams against row teams.

_____17. The University should offer more help to students in their attainment of practical experience in their field of interest.

_____18. Decreasing taxes should be a major priority of our Government.

How important to you are the following underlined issues (irrespective of the direction of the statement)? Use the appropriate number from the scale below to indicate your personal concern with each issue. Enter your rating on the line to the left.

Very Unimportant	Unimportant	Moderately Unimportant	Slightly Unimportant	Neutral	Slightly Important	Moderately Important	Important	Very Important
1	2	3	4	5	6	7	8	9

_____ 1. For students, the amount of time spent for social activities should be less than that spent for study activities.

_____ 2. Daylight savings time should be instituted year round in California.

_____ 3. A procedure should be established to increase minority and commuter student representation among the Regents of the U of C.

_____ 4. Students should become more involved in presidential elections.

_____ 5. Involvement in sports at UCLA, both as participants and/or observers, should be restricted to those with a B average or better.

_____ 6. It's very appropriate that the comparative amount of money our Government spends for defense is greater than it is for education and other human services.

_____ 7. Commuter students exceed row students in their comparative awareness of world affairs.

_____ 8. UCLA should make graduation requirements more strict for all current as well as future students.

_____ 9. The Student Bookstore should offer more in the way of grocery type food for sale.

_____10. Professors should have the prerogative to exrell students who are late to class more than three times, irrespective of the cause.

_____11. LAX should offer more flights to San Francisco.

_____12. The leasing of National Forest land to private interests should be prohibited.

_____13. A better system should be established for the distribution of the Daily Bruin.

_____14. Row students exceed commuter students in their comparative contribution to campus life.

_____15. Greek affiliations (fraternities/sororities) are an important aspect of college experience.

_____16. There should be more intramural sports events pitting commuter teams against row teams.

_____17. The University should offer more help to students in their attainment of practical experience in their field of interest.

_____18. Decreasing taxes should be a major priority of our Government.

Please answer the following questions using the scale below.

1	2	3	4	5	6	7	8	9
Very Different From	Different From	Moderately Different From	Slightly Different From	Neutral	Slightly Typical Of	Moderately Typical Of	Typical Of	Very Typical Of

Example:
A response to question number one of __7__ would mean, "I feel I'm moderately typical of the average UCLA student."

_____ 1. How representative do you feel you are of the typical UCLA student?

_____ 2. How representative do you feel you are of the typical UCLA male student?

_____ 3. How representative do you feel you are of the typical UCLA commuter student?

Please check the category below that best describes your living conditions:

_____ Non-Row resident

_____ Row resident

_____ Commuter (fraternity member)

_____ Commuter (non-fraternity member)

Please fill in the following blanks:

My primary language is _____

My country of birth is _____

My ethnic origin is _____

Have you ever participated in a survey on the same topic as this?

yes _____

no _____

BEST COPY AVAILABLE